

The Impact of Distance Assessment on Students' Academic Results and Perseverance in Higher Education

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Marie-Hélène Hébert, Serge Gérin-Lajoie, Cathia Papi (TELUQ University) & Guillaume Desjardins (UQO)

01

INTRODUCTION



CONTEXT

In Canada, the Covid-19 pandemic has led to a rethinking of the way students' learning is assessed.



This raised a host of questions for their teachers, who had to turn to distance assessment, such as:

CONTEXT



- What assessment activity should students carry out?
- What format should be used to present instructions?
- What support should be provided during the assessment activity?
- What feedback should be given to students at the end?





To inspire teachers in the implementation of distance assessment, our team categorized assessment activities at TELUQ University.

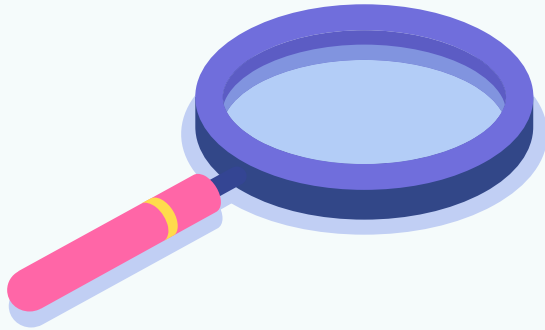
TELUQ University



- The only French-language university in North America offering all its courses via distance learning
- Founded in 1972
- Located in Quebec City, Canada
- Welcomes nearly 20,000 undergraduate and graduate students



ASSESSMENT



How students' learning is assessed at TELUQ University?

Are there assessment activities that lead students to better academic results and to persevere more in their studies?

OBJECTIVE

The purpose of this presentation is to share findings related to data collection conducted through **273 online courses** at TELUQ University.



3,717 assessment activities were analyzed using an analysis tool which provides a detailed characterization of more than 20 components of assessment activities.



FINDINGS

02

How students' learning is assessed at TELUQ University?

Key questions

Assessment task

Distribution methods

Student production

Marking and feedback

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Q2: Is the assessment activity aligned with the learning targets?

ALIGNMENT



Course objectives



Learning



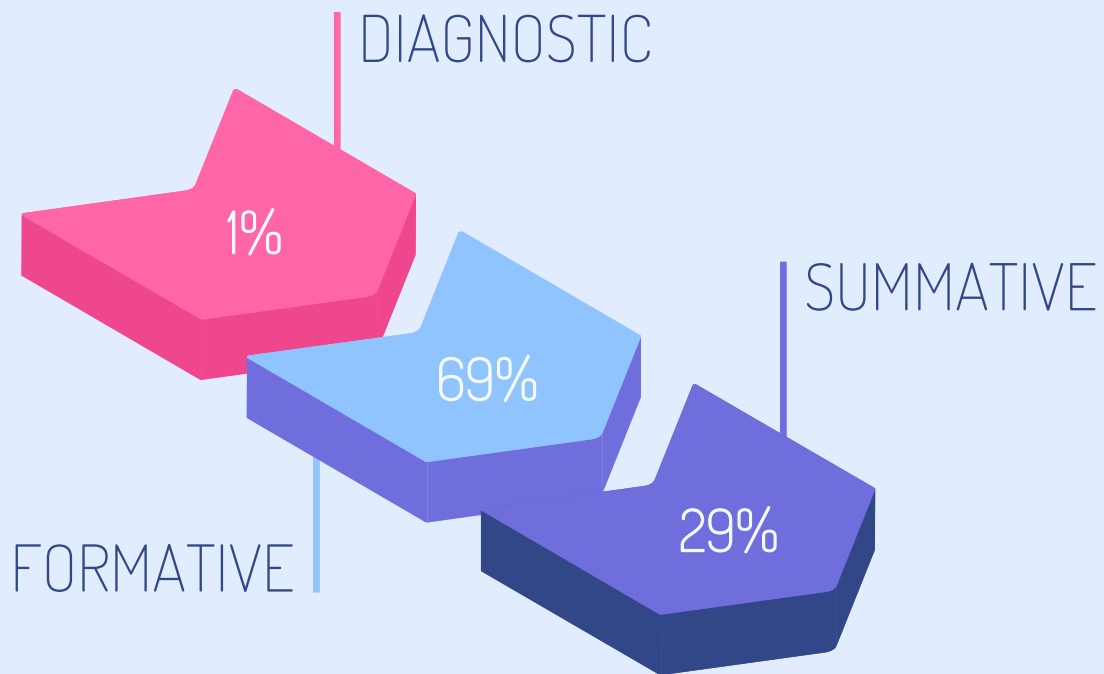
Assessment

99%

of assessment activities are aligned with the learning targets.

Q4: What is the function of the assessment activity?

FUNCTION



Key questions

Assessment task

Distribution methods

Student production

Marking and feedback

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Q5: Who is subject to the assessment activity?

WHO



Student



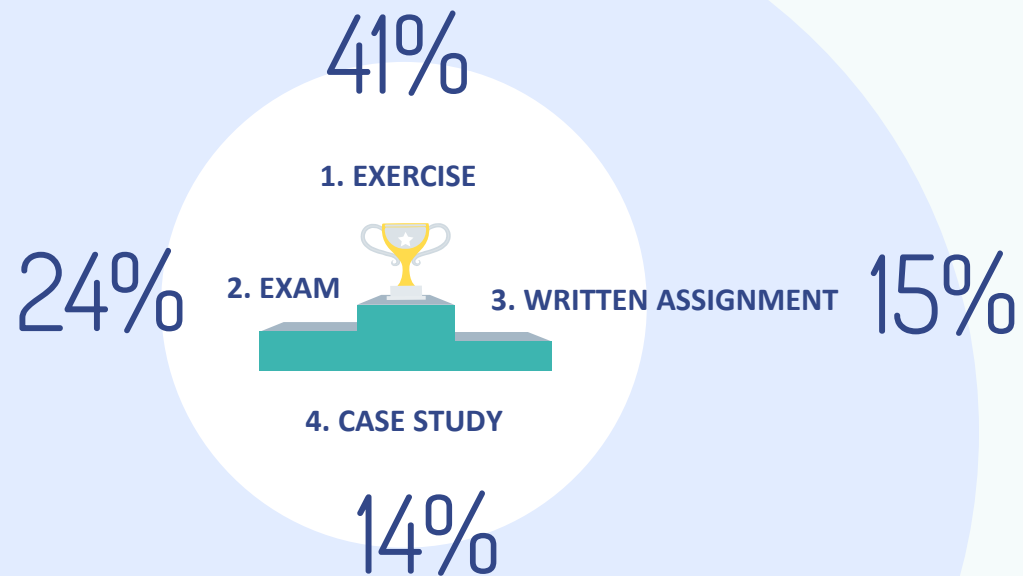
Team

99% of assessment activities
assess the student.

Q8: What type of assessment activity is it?

TYPE

The most frequently used types of assessment activities are:



Key questions

Assessment task

Distribution methods

Student production

Marking and feedback

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Q10: In what format are instructions presented?

FORMAT



Text



Video



Audio

98%

of assessment activities include instructions in text format.

Key questions

Assessment task

Distribution methods

Student production

Marking and feedback

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Q12: When are the instructions shared?

TIME



For **99.9%** of assessment activities, instructions are available at all times.

Key questions

Assessment task

Distribution methods

Student production

Marking and feedback

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Q13: What support is provided during the assessment activity?

SUPPORT



General guidelines



On-demand support

90%

of assessment activities provide on-demand support to the students.

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Q14: What media do students use to carry out the assessment activity?

MEDIA

90%

of assessment activities use text as the main media.



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Q17: Who marks the assessment activity?

MARKER



26% of assessment activities are marked by teachers.

51% of assessment activities are marked by students.

Q19: When the feedback is given to students?

FEEDBACK



28%

Immediate

72%

Delayed




FINDINGS

02

Are there assessment activities that lead students to better academic results and to persevere more in their studies?

Methodology

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- 1,068 summative assessment activities
 - 270 courses
 - Course grade ($M = 71.83\%$)
 - Number of failures ($M = 0.14$)
 - Number of dropouts ($M = 7.14$)
 - Number of deferrals of course's end date requested ($M = 0.81$)



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Q8: What type of assessment activity is it?

RESULTS

- Weak, positive correlation between written assignments and course grade:
 $r(241) = .146, p = .023$
- Weak, negative correlation between written assignments and course failure:
 $r(245) = -.125, p = .05$
- Weak, negative correlation between exams and course grade:
 $r(241) = -.147, p = .022$

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Q8: What type of assessment activity is it?

HYPOTHESIS

Written assignments, unlike exams, let students perfect their answers using a variety of tools...

Q17: Who marks the assessment activity?

RESULTS

- Moderate, negative correlation between student self-assessment and course grade:
 $r(241) = -.278, p < .001$
- Moderate, positive correlation between student self-assessment and course failure:
 $r(245) = .376, p < .001$

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Q17: Who marks the assessment activity?

HYPOTHESIS

Some students tend to underestimate their performance...

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Q19: What feedback is given to students?

RESULTS

- Weak, negative correlation between immediate feedback and course grade:
 $r(181) = -.167, p = .024$

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Q19: What feedback is given to students?

HYPOTHESIS

Immediate feedback is provided by quiz tools that offer limited explanations of student errors...

THANK YOU

Questions?

